

**10481 IS-1111.01 Reality Television: Valuable Reflection, Dangerous Distortion or Just Voyeuristic Fun? Seats: 0**  
**W 1800 2000 LAMSON 124 S Curdie**

Students will research, analyze and discuss: how "real" reality television is; whether or not the images and values presented are representative of today's American society; the target audiences and appeal of such shows; and the impact of the genre on the network television industry.

**10495 IS-1111.03 What is Wilderness? Seats: 0**  
**TR 1400 1515 ROUNDS 304 B Eisenhauer**

People use the term "wilderness" to describe landscapes all the time, but seldom do we stop and consider exactly what the word means and its history in our nation. Understanding the idea of wilderness and its role in our culture and society can help us better comprehend our own attitudes about it and critically think about environmental issues and controversies. This course will examine the idea of wilderness, how it has changed and formed over time, and the role it will play in our future by using the Northern Forest adjacent to the University as a setting in which to explore these issues. Readings, discussions, written work, and field trips will be used to explore these topics. Learning about the meanings associated with wilderness will enable you to enjoy the natural environment and think about environmental issues in a new way.

**10612 IS-1111.04 Where have all the dinos gone? Seats: 0**  
**TR 1100 1215 BOYD 005 L Spencer**

For most of the Mesozoic, the dinosaurian reptiles were an extremely successful group; particularly if success is measured by diversity, numbers, and the dominant role they played in the Mesozoic ecosystems. By the end of the Mesozoic they were gone. Whether the group was done in by its own success or whether it was done in by external forces is still being debated. By surveying the dinosaurs, the evolutionary pathways shown by the group, the ecological and morphological adaptations shown by the group, and the factors leading to their extinction, will we be able to apply that understanding to an analysis of our own species predicament?

**10863 IS-1111.05 Serial Killers: Monsters or Victims? Seats: 0**  
**MWF 0905 0955 ROUNDS 104 M Lebrun**

This seminar will investigate and study the phenomenon of serial killers. Throughout the seminar answers to the following questions will be sought. What makes them tick? Is it our modern times that creates them or have they been in operation before we classified them as a phenomenon? Is their problem genetic, hormonal, biological or cultural conditioning? Are we in the midst of a serial killer epidemic? If it is a disease what is the cure? We will discuss the criminal mind, do some criminal profiling, use psychology to understand behavior, look at the use of forensics, high profile cases, notorious sexual predators, partners in crime and related issues.

**10871 IS-1111.06 What's All the Fuss about Gay Marriage? Seats: 0**  
**MWF 1115 1205 ROUNDS 124 R Miller**

Is gay marriage a threat to the traditional family? Is gay marriage the next battleground for civil rights? It is hard to think of a political issue that produces stronger emotional reactions (on both sides) than gay marriage. In this seminar we will approach the question of why that is so in several ways. We will explore what is at stake, by investigating the legal, social, and psychological advantages of marriage, both for the partners and for their children. We will compare marriage with alternatives such as civil union and will investigate marriage as a social and a religious institution to try to determine why it is such an emotion-laden concept. We will also explore what sexual orientation is and try to determine what causes homophobia.

**10959 IS-1111.07 How does Hollywood influence our perception of teaching and school? Seats: 0**  
**R 1530 1800 ROUNDS 118 R Robertson**

What do Ferris Bueller, Mr. Holland, Cher Horowitz, and Dewey Finn have in common? Anyone? Anyone? They are all characters in movies that depict our American educational experience in distinctly different ways. As if! Each one of them (and more) will be used by you to make a case for how Hollywood influences our perceptions of teachers and school. So, Captain, My Captain, totally get ready to explore the total world of how we totally perceive school through television and film.

**10992 IS-1111.08 Superhero Comics: Art Form, Mass Entertainment, or Modern Mythology? Seats: 0**  
**TR 1530 1645 ROUNDS 203 A Fried**

In the 70 years of their existence, superhero comic books have influenced many aspects of popular culture, including motion pictures and television programming, graphic arts, prose fiction, and even popular music. They have been condemned as trash, and praised as an original 20th century art form. In this interdisciplinary class, we will examine the origins and cultural impact of superhero comics, and try to determine why they have been so popular for so long.

**11072 IS-1111.09 Disney: Magic Kingdom or Evil Empire? Seats: 0**  
**MWF 1115 1205 HYDE 439B W Palmquist**

We all have grown up with Disney as a part of our lives. From TV to movies to theme parks to merchandise what started as a little animation company has become a cultural phenomenon, and a major media conglomerate. There are those who have raised questions about the impact of the Disney phenomenon on the lives of children, the primary target of many of the Disney operations. We will examine Disney and its impact on the children, adults, even the wider world and try come to our own conclusions about this impact.

**11074 IS-1111.10 Can science explain mysticism (and God)? Seats: 1**  
**MWF 1325 1415 HYDE 439B J Funk**

Can new sciences, like evolutionary psychology and neurotheology explain religious experience and even the the experience of God? Over the past few centuries the influence of religion has weakened, as science, logic, and modern philosophy have gained in importance. Yet, in recent years a renewal of interest in religion and spirituality has taken place. Is this a regression to pre-scientific thinking, or is that there is something more to existence than science allows? We will take a critical look at the confrontation between mysticism and science from a number of perspectives.

**11093 IS-1111.13 Lizzie Borden Took an Axe, or Did She? Seats: 0**  
**TR 0800 0915 HYDE 115 A Holba**

The haunting rhyme that begins, Lizzie Borden took an axe and gave her mother forty whacks..., tells a story that has crafted the image of one of the most infamous women of the 19th century, Lizzie Borden. Who is the real Lizzie Borden and what really happened that blood thirsty day in Fall River, MA? This course explores media offerings that include inquest and trial transcripts, newspaper reports, police reports, documentaries, cinematic films, books, and the Internet that have all helped to create the Legend of Lizzie Borden. As you hone your critical thinking skills, consider the question, did she or didn't she, and if she didn't, who did?

**11094 IS-1111.14 How are intimacy, the erotic, morality and ethics related? Seats: 0**  
**M 1430 1700 HYDE 421 P Hart**

In reading both fiction and Philosophy, we will seek to understand how these very personal elements of life are related to each other and look for a coherent ethical system for a college environment. Especially meant for those who love to read.

**11105 IS-1111.15 Heroes or Villains? What does the global community think of US? Seats: 0**  
**TR 1530 1645 HYDE 115 M Woldemariam**

What does the rest of the world think of us, and why? In light of 9-11, this is a particularly relevant issue to explore. Students will analyze the various ways that the US is imagined and described in media (film, television, newspapers, etc.) from around the world. Among the key issues we will explore are: what stereotypes of America and Americans exist? Do these reflect what we think of ourselves? Why or why not? This course will respond to such issues by analyzing various international and American media representations.

**11337 IS-1111.16 What Will The World be Like in 2050? How will we get there? Seats: 0**  
**MW 1330 1445 HYDE 420 E Elander**

America, and the world, are vastly different today from the realities of the 1950s. As the pace of change continues to accelerate, what will life be like in forty or fifty years? Most college students can expect to be around in the Year 2050 -- what might they expect, and how can they best cope with those expectations? This First Year Seminar will ask students to select specific areas of interest and do projective research in order to present possibilities to the class, which will critique their ideas and refine them. There is the potential for a great deal of critical thinking, expansion of our horizons, and for a great adventure of the mind.

**11339 IS-1111.17 Who am I? Who do I want to become? Who decides on who I am and who I'll be? Seats: 0**  
**TR 1100 1215 HYDE 233 D Moore**

The Self Under Siege in the 21st Century: A search to find ourselves in a rapidly changing world.

The college transition is a time of change and question. As students move from home to school, meet new people, and think about who they really are and what they want do in life, a course that investigates these issues might be meaningful. My intent is to focus on those social institutions (family, religion, government, education, and markets) that mediate our thoughts of who we are. I'm going to take a historical view of how these institutions have change over time, and what these changes mean in how we know ourselves.

**11340 IS-1111.18 Does everyone have "bootstraps"? Seats: 0**  
**TR 1700 1815 HYDE 234 S Green**

Pulling yourself up by your boot-straps, is a common way of saying that everyone can achieve if they just work hard enough. People believe that the cream rises to the top and where we fall on the socio-economic ladder and in society is fully based on merit. People believe that people are poor because they don't work hard enough and if they just worked harder they wouldn't be in the situation that they are in. The whole basis of American Society is that everyone has equal opportunity to become successful, make money, and achieve the proverbial American Dream. But does everyone have the same opportunity if they just work hard enough? Does every person have bootstraps and if they have them are they equally as long? This class will look at whether equal opportunity is real. Do people really start from the same place and is equal opportunity a reality or a myth that we like to believe? We will discuss, race, gender, inherited wealth, merit and whether people really do have equal opportunity to achieve in our society.

**11346 IS-1111.20 Utopia: Is a perfect society possible, and what would it be like? Seats: 0**  
**TR 1230 1345 HYDE 115 M Rolph**

Plato imagined a society ruled by noble and wise 'philosopher-kings.' Karl Marx and Frederic Engels suggested one without billionaires; Joseph Stalin wanted one of totalitarian political control. The 1893 Chicago World's Columbian Exposition and the 1939 New York World's Fair promoted the belief that science and technology would bring us an ever more perfect society, unprecedented freedom, and economic prosperity. Jerry Seigel and Joe Shuster imagined a world in which 'Truth, Justice, and the American way' would be protected by a hero with extraordinary powers: Superman. And a character in William Shakespeare's Henry VI suggests '... first ... Let's kill all the lawyers.' Is one of these ideas a recipe for a real, functioning utopia? If not, what is? In this class we'll consider these and other utopian visions - cutting edge, contemporary, and classical - in a search for answers, and in the process of developing our own.

**11347 IS-1111.21 Utopia: Is a perfect society possible, and what would it be like? Seats: 0**  
**TR 0800 0915 HYDE 117 M Rolph**

Plato imagined a society ruled by noble and wise 'philosopher-kings.' Karl Marx and Frederic Engels suggested one without billionaires; Joseph Stalin wanted one of totalitarian political control. The 1893 Chicago World's Columbian Exposition and the 1939 New York World's Fair promoted the belief that science and technology would bring us an ever more perfect society, unprecedented freedom, and economic prosperity. Jerry Seigel and Joe Shuster imagined a world in which 'Truth, Justice, and the American way' would be protected by a hero with extraordinary powers: Superman. And a character in William Shakespeare's Henry VI suggests '... first ... Let's kill all the lawyers.' Is one of these ideas a recipe for a real, functioning utopia? If not, what is? In this class we'll consider these and other utopian visions - cutting edge, contemporary, and classical - in a search for answers, and in the process of developing our own.

**11352 IS-1111.22 Child Soldiers: Sad Symptom of Global Conflict or Catalyst for Social Change? Seats: 0**  
**TR 1530 1645 HYDE 234 K Evenson**

War just isn't what it used to be. Despite some heroic preventive efforts worldwide, armed combatants recruit children to their ranks more frequently and in greater numbers. These children clear minefields, aid in actual fighting, and help control opposing combatants. Some children are recruited against their will (kidnapped), and others join willingly for a whole range of reasons. To understand complex issues like this one, the educated citizen needs tools to protect her/him from mere opinion-both generating, and receiving. While we develop these tools-critical thinking, research and evaluation skills-we'll examine the child soldiers issue along at least the following lines: what are the prospects for children in times of crisis? Does the changing nature of warfare alter how we view childhood? What kinds of positive outcomes can post-combat children achieve? Join us as we consider these sub-questions, en route to arriving at your own educated citizen's answer to our course title's ultimate question: can child soldiers help us learn about peace?

**11353 IS-1111.23 Child Soldiers: Sad Symptom of Global Conflict or Catalyst for Social Change? Seats: 1**  
**TR 1400 1515 HYDE 315 K Evenson**

War just isn't what it used to be. Despite some heroic preventive efforts worldwide, armed combatants recruit children to their ranks more frequently and in greater numbers. These children clear minefields, aid in actual fighting, and help control opposing combatants. Some children are recruited against their will (kidnapped), and others join willingly for a whole range of reasons. To understand complex issues like this one, the educated citizen needs tools to protect her/him from mere opinion-both generating, and receiving. While we develop these tools-critical thinking, research and evaluation skills-we'll examine the child soldiers issue along at least the following lines: what are the prospects for children in times of crisis? Does the changing nature of warfare alter how we view childhood? What kinds of positive outcomes can post-combat children achieve? Join us as we consider these sub-questions, en route to arriving at your own educated citizen's answer to our course title's ultimate question: can child soldiers help us learn about peace?

**11354 IS-1111.24 Is this the "me" generation and what impact will it leave on education, fashion, politics, religion, Seats: 0**  
**MW 1800 1915 HYDE 230 G Carr**

Students will look at this generation to see what impact on society they will have in regards to education, fashion, politics, religion, parenting, career, etc. and compare how other generations before them have dealt with these issues. We will look at the many facets of daily life as it plays out for this generation.

**11363 IS-1111.26 Is success synonymous with happiness? Seats: 0**  
**TR 0930 1045 D&M 302 J Moskowitz**

Students will engage in on-going dialog, writing, reading and activities in an attempt to establish insights into the nature of success and happiness. How does one become successful? How does one become happy? Are the elements of each integral to the other? Does one ever become successful and happy or are they on-going processes? The experience will include readings from diverse cultural, philosophical and spiritual perspectives, which explore the attainment of success and happiness. Students will learn, along with the instructor, the implications of their own success and happiness on the collective being. In the end, hopefully, students will learn practices which they can apply to their own personal well-being and fulfillment.

**11368 IS-1111.27 Does fear inspire gun violence in America? Seats: 1**  
**TR 1400 1515 HYDE 316 C Nevins**

In America we are surrounded by violence, on the news, in the music we listen to, the games we play, the movies we watch. By far, we have the highest number and rate of gun deaths in the world. Why are we such a violent society? Using the Academy Award winning documentary, "Bowling for Columbine," we will investigate the filmmaker Michael Moore's assertion that we have a violent society because of fear. Can the answer be that easy? Is Moore's argument a logical one? Could there be other reasons for violence?

**11391 IS-1111.29 Is Popular Culture Making Us Smarter? Seats: 0**  
**MWF 1220 1310 HYDE 117 A Hager**

Everyone is influenced by popular culture. But in what way are we influenced? Movies, TV, music, video games, the internet, and all other types of mass media surround us daily. What are the effects of these media on the human brain? Are we "zoning out" or expanding our minds? We will examine popular culture and its impact on children, adolescents and adults.

**11410 IS-1111.30 Is Creativity A Gift or Can It Be Learned? Seats: 2**  
**MW 1500 1615 D&M 311 E D'Amico**

We often rely upon others to think creatively for us: Designs for the latest fashions, car models or state of the art technology. Is everyone capable of being or becoming creative? Does creativity take courage? Are we all basically creative? Whether creating a work of art, making a scientific discovery or presenting a new idea, thinking creatively can open doors to limitless possibilities. How does one go about being or becoming more creative? In addition to discussing these questions, we will explore various ways in which people from different disciplines apply creativity and increase their creative output. We will review and discuss what has been written about creativity by experts in the field; but most importantly, we will practice becoming more creative and attempt to realize ways in which we can apply this potential in our everyday lives now and in the future as we also learn to think critically.

**11420 IS-1111.31 Haunted Houses, Haunted Souls: Does the supernatural world really exist? Seats: 0**  
**TR 0800 0915 ROUNDS 118 P Lindberg**

Does the supernatural world of ghosts, haunted houses and "things that go bump in the night" really exist or is it a figment of our imagination? In this seminar, we will look at both perspectives...the "skeptic" and the "believer" and investigate what evidence currently exists to support answers to this "eternal" question.

**11428 IS-1111.32 From the Modern Olympiad to March Madness: Where does sport end and society begin? Seats: 0**  
**MWF 1115 1205 D&M 406 L Lindley**

In this seminar we will explore moments of significance in sport and how they impact society. What is the modern Olympiad? How does the evolution of football reflect society? How did the 1972 Munich Olympics transcend sport? Why Madness in March? What moments are significant to you and why?

**11431 IS-1111.33 How can we balance national security and civil liberties in the post 9/11 environment? Seats: 2**  
**TR 0930 1045 HYDE 233 R MacLeish**

**11437 IS-1111.34 Superhero Comics: Art Form, Mass Entertainment, or Modern Mythology? Seats: 0**  
**TR 1400 1515 D&M 302 A Fried**

In the 70 years of their existence, superhero comic books have influenced many aspects of popular culture, including motion pictures and television programming, graphic arts, prose fiction, and even popular music. They have been condemned as trash, and praised as an original 20th century art form. In this interdisciplinary class, we will examine the origins and cultural impact of superhero comics, and try to determine why they have been so popular for so long.

**11448 IS-1111.35 Are you an obnoxious, arrogant, egocentric narcissist like Hollywood's representation of the typical college student? Seats: 0**  
**MW 1530 1700 ROUNDS 124 G Tomlinson**

By exploring images of popular culture and more particularly what they represent, we will look at what the impact of those images might be.

**11451 IS-1111.36 Disney: Magic Kingdom or Evil Empire? Seats: 0**  
**MWF 0800 0850 HYDE 420 W Palmquist**

We all have grown up with Disney as a part of our lives. From TV to movies to theme parks to merchandise what started as a little animation company has become a cultural phenomenon, and a major media conglomerate. There are those who have raised questions about the impact of the Disney phenomenon on the lives of children, the primary target of many of the Disney operations. We will examine Disney and its impact on the children, adults, even the wider world and try come to our own conclusions about this impact.

**11452 IS-1111.37 Technology & Human Behavior: Who's Driving? Seats: 0**  
**M 1730 2000 HYDE 115 D Fischer**

Technological advancements have always driven innovation, which breed more advancement. Yet technology is currently expanding an exponential rates, often outpacing human's ability to adapt. It also brings out the best and worst in people. Is all of this good?

**11465 IS-1111.38 Will we ever have flying cars, control spam and will tomorrow's teens use IM? Seats: 1**  
**TR 1230 1345 HYDE 230 K Kochien**

The pace of technology development is on a non-linear curve. What does that mean for today's college students, their careers and their future? Students will be asked to explore and speculate on the future in areas of their interest while relating how they can best prepare today to meet the potential challenges of an increasingly technological sophisticated world.

**11486 IS-1111.39 Theatre and Stage-- Moral Compass or Den of Sin? Seats: 7**  
**MW 1430 1545 SILVER 131 P Mroccka**

This seminar focuses on the way in which theatre and its various elements-- actors, writers, producers, etc.-- have been viewed over the past 2,500 years. Why has theatre often drawn the ire of world leaders, local officials and everyday people? What attracts people to the stage? What messages does the theatre experience convey and how have those messages been interpreted, acted upon and controlled? Ultimately, we are trying to identify and define the power of the theatre experience and its potential to benefit and/or harm individuals, cultures and governments.

**11487 IS-1111.40 Does everyone have "bootstraps"? Seats: 0**  
**TR 1400 1515 BOYD 005 S Green**

Pulling yourself up by your boot-straps, is a common way of saying that everyone can achieve if they just work hard enough. People believe that the cream rises to the top and where we fall on the socio-economic ladder and in society is fully based on merit. People believe that people are poor because they don't work hard enough and if they just worked harder they wouldn't be in the situation that they are in. The whole basis of American Society is that everyone has equal opportunity to become successful, make money, and achieve the proverbial American Dream. But does everyone have the same opportunity if they just work hard enough? Does every person have bootstraps and if they have them are they equally as long? This class will look at whether equal opportunity is real. Do people really start from the same place and is equal opportunity a reality or a myth that we like to believe? We will discuss, race, gender, inherited wealth, merit and whether people really do have equal opportunity to achieve in our society.

**10494 IS-1111.41 Thomas Jefferson: Hero or Hypocrite? Seats: 2**  
**TR 1530 1645 ROUNDS 107 R Noel**

Thomas Jefferson was the author of the Declaration of Independence, which famously asserted, "all men are created equal." He was also a slave-owner who may have had a long-term relationship with one of his female slaves, resulting in as many as seven children. We'll examine the evidence indicating whether Jefferson and his slave, Sally Hemings, actually did have an affair. We'll then ask ethical questions: How could Jefferson justify owning slaves at all, much less (perhaps) exploiting one of them? Can we apply modern values to people who lived in very different times? We'll also get to know the many achievements of this important American and decide how to weigh them against his known and possible shortcomings.

**11075 IS-1111.42 Is the media biased? Seats: 0**  
**TR 0800 0915 HYDE 416 D McDougal**

Accusations of Liberal or Conservative bias have been made against most networks, newspapers, and magazines. Typically, these accusations occur in the context of a particular issue, for example: the President's performance, Right to Life, taxation, homeland security, etc. In this section of the First Year Seminar, we will identify one or more such divisive issues, and explore their treatment in the different news media, to discover if, how, and why bias may be occurring. As a result of this course, students will become more aware of current issues; learn how to critically examine those issues, and how to recognize bias in the reporting of the issues. This issue is particularly relevant as we approach national elections, and the coverage of political campaigns is often accused of bias.

**11492 IS-1111.43 Baseball and Critical Thinking Seats: 2**  
**MWF 1115 1205 HYDE 315 M Fischler**

This class will examine our national pastime from a critical thinking perspective. Texts and assignments will be geared toward taking a deeper look at baseball and its direct connection to philosophy and scientific inquiry. It is the intention of this course to completely change the way you view the sport.

**11500 IS-1111.44 Does Your Dog Love You? Seats: 27**  
**TR 1230 1345 ROUNDS 207 A Ricciardi**

From Lassie to Benji, Snoopy to Dogbert, Pluto to Goofy, American pop culture has been pushing to prove an intimate connection between humankind and animals, mainly dogs. The question, "Does Your Dog Love You?" addresses humankind's relationship with the animal world and how that relationship is perceived. Do dogs have souls? Why or why not? Does it take a soul to love? Through these and other provocative questions, we will explore a topic that is near and dear to the modern American heart while also exploring the various meanings for the word "love." We will draw connections between Psychology and biology; between nature and nurturing; between what we think and what we feel; and between faith and proof. Using critical thinking, research, a variety of technology, writing, and collaboration, we will speak, listen, and learn about the concepts of general education while also experiencing significant self-discovery.

**11501**      **IS-1111.45**      **Does Your Dog Love You?**      **Seats: 25**  
   **MWF 1325 1415 HYDE 115 A Ricciardi**

From Lassie to Benji, Snoopy to Dogbert, Pluto to Goofy, American pop culture has been pushing to prove an intimate connection between humankind and animals, mainly dogs. The question, "Does Your Dog Love You?" addresses humankind's relationship with the animal world and how that relationship is perceived. Do dogs have souls? Why or why not? Does it take a soul to love? Through these and other provocative questions, we will explore a topic that is near and dear to the modern American heart while also exploring the various meanings for the word "love." We will draw connections between Psychology and biology; between nature and nurturing; between what we think and what we feel; and between faith and proof. Using critical thinking, research, a variety of technology, writing, and collaboration, we will speak, listen, and learn about the concepts of general education while also experiencing significant self-discovery.

**11505**      **IS-1111.46**      **Do we need to conserve energy?**      **Seats: 27**  
   **TR 1400 1515 ROUNDS 124 STAFF**

Are the world resources really becoming depleted? Or is it all part of another plan? What role is America playing compared to other countries? Through many generations we have made various attempts to conserve energy to support various causes. Was it really necessary to conserve resources? Then? Now? In this class, students will examine this topic from a critical thinking perspective. Reading will be geared toward taking a closer and deeper look at the world's efforts concerning this topic.